THE UNIVERSITY OF NORTH CAROLINA RECORD

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FOREWORD

Nine-tenths of the power of seeing a thing as it is, turns out to be one's power of seeing it as it is going to be.—GERALD STANLEY LEE.

1. The County Clubs at The University of North Carolina are volunteer organizations devoted to the study of home-county and mother-state conditions and problems—economic, social and civic.

The Club members believe that a proper study for North Carolinians is North Carolina. They are bent upon intimate, thoughtful acquaintance with the forces, agencies, tendencies, drifts and movements that have made the history we study today, and that are making the history our children will study tomorrow.

2. Each county is compared with itself during the last census period, in order to learn in what essential particulars it is moving forward, marking time, or lagging to the rearward.

But also, it is compared with other counties of the State in every phase of the study, in order to show its rank and standing; or so, as far as possible.

Meanwhile the State as a whole is being set against the big background of world endeavor and achievement. Citizenship needs to be broadly thoughtful, competent, and patriotic everywhere; and also it needs to escape being narrowly parochial and provincial anywhere.

3. The federation of County Clubs is The North Carolina Club, which devotes one hour each week to defining, discussing and interpreting the results of the various individual Club studies.

4. The headquarters of The North Carolina Club are the seminar room of the Department of Rural Economics and Sociology in the Peabody Building. It is open all day every day, except upon Tuesday, Friday and Saturday afternoons. Here is a clearing-house, a ready reference library, of exact information about North Carolina, in matters economic and social.

5. This economic and social reference library at the University will be brought into efficiency as rapidly as possible.

A purpose of The North Carolina Club is to campaign the organization of similar Home-Study Clubs in every county and community of the State. The central reference library in the headquarters of the Club at the University is a source of such economic and social information as may not be readily at hand to extra-campus clubs.

Inquiries by letter will receive prompt attention. If the information wanted about the county or the State has not already been assembled,

66779

the utmost endeavor will be at once made to secure it from the various scattered sources of such data.

The Home-Study Clubs are an effort toward direct and single-minded preparation for intelligent, effective service to the mother-state.

The North Carolina that was, challenges the pride of her sons and daughters; the North Carolina that is, calls for familiar, loving acquaintance; the North Carolina that is to be, depends upon the competent citizenship of her children.

COUNTRY-LIFE PROBLEMS A MAIN MATTER

The County Club studies, herein outlined, largely concern our rural problems and their solution; and properly so because country civilization bulks big in North Carolina.

1. Our country dwellers outnumber our townspeople more than six to one. Nearly five-sixths of the school children of the State are country children. Nearly four-fifths of all the church members in North Carolina are in the countryside. The white voters in our country precincts outnumber our white voters in the towns and cities nearly six to one.

Barely more than five hundred thousand people in North Carolina in 1910 lived in cities and towns, or incorporated places of any size whatsoever. But nearly one million seven hundred thousand of our people lived in the open country.

If democracy concerns the greatest good of the greatest number, country life in North Carolina deserves to occupy the foremost place in the activities of both the church and the State.

2. But also, agriculture is the biggest business in North Carolina—biggest in the total capital employed, in the wealth annually created, and in the number of people engaged in it.

The capital invested in agriculture in the census year was nearly two and a half times the amount invested in manufacture of all kinds. The farm wealth created, in crops and animal products, was nearly twice the wealth created by our mills and factories in the processes of manufacture. While the people engaged in farming outnumbered all other bread-winners and wage-earners nearly exactly two to one.

Education or legislation that neglects or overlooks the countryside problem in North Carolina sins against the majority of her people, the bulk of her business capital and the chief sources of her well being and welfare.

3. Our civilization rests at bottom on the wholesomeness, the attractiveness, and the completeness, as well as the prosperity, of life in the country, says The Country Life Commission. Upon the development of country life rests ultimately our ability, by methods of farm-

ing requiring the highest intelligence, to continue to feed and clothe the hungry nations; to supply the city with fresh blood, clean bodies, and clear brains that can endure the terrific strain of modern life. We need the development of men in the open country, who will be in the future, as in the past, the stay and strength of the nation in time of war, and its guiding and controlling spirit in the time of peace.

SOURCES OF INFORMATION

Facts without opinions are useless; opinions without facts are impertinent or mischievous or worse. To be steeped in a ruck of mere opinions is a sad and sorry state of existence.—THE HOME AND FARMSTEAD.

In general: direct personal inquiry, special field investigations; the newspapers and newspaper files; old account books, letters, bills and receipts; the records of the courthouse offices, the presentments of the grand juries; the maps, bulletins and reports of the various State departments, commissions, and institutions; the publications of the Federal bureaus and offices—the county soil surveys, the topographical, geological, and postal route maps, the census reports; public and private libraries; minutes of the various church bodies; programs and publications of the educational, agricultural, industrial and financial organizations of the State; the Club library upon economics and sociology, and the Club files of accumulating data about North Carolina.

Bibliographies of definite source materials at the University are at hand for ready use here in every section of the Home-County studies.

They are also at the service of extra-campus Home-Study Clubs. Specific information about economic and social conditions and problems in North Carolina can be promptly secured by letter; or will be assembled and transmitted to the enquirer at the earliest possible moment.

HOW TO USE THE SYLLABUS

Intimate, familiar acquaintance with one's Mother-State is a direct appeal to intelligent civic conscience and concern. We will serve our State better when we know her better.—THE HOME AND FARMSTEAD.

1. Ask for definite instructions about source materials.
2. Note briefly and accurately the bare facts called for.
3. State definitely the sources of information: direct personal investigation; correspondence—with whom, date; title and page of pamphlets, bulletins, reports, or volumes used, etc.

4. When the county studies have been finished, translate the results into a simple running narrative (1) for publication by sections in the newspapers of the home county, and (2) for publication in bulletin form, as a brief text-book for study in the county high schools, for use in the teachers' institutes, for thoughtful reading in the farm homes, for discussion by the ministerial association and for the consideration of the merchants and bankers of the county.

5. Every section of the study ought to be marked by a consideration of conditions, causes and consequences, along with a constructive program aimed at the checking of untoward drifts and tendencies, or the hastening of advantageous forward movements.

6. In particular, the burden of study is: My Home-County—Where it Leads, Where it Lags and the Way Out.

E. C. BRANSON.

CONTENTS

	PAGE
Foreword	3
Country-Life Problems a Main Matter	4
Sources of Information	5
Use of Syllabus	5
I. Historical Background	8
II. Natural Resources	8
III. Population Studies	9
IV. Country Populations	10
V. Wealth Studies	12
VI. Domestic Animals	13
VII. Live Stock Products	14
VIII. Production of Crop Wealth	16
IX. Organization and Co-operation	18
X. Rural Credits	19
XI. Markets	23
XII. Improved Public Highways. Railway Facilities	27
XIII. School Studies	29
XIV. Public Health and Sanitation	34
XV. Church and Sunday School Studies	38
XVI. The Farm Home	41

Syllabus of Home-County Club Studies

I. HISTORICAL BACKGROUND

The true test of civilization is not in the census, nor the size of cities, nor the crops—No—but the kind of men the country turns out.—EMERSON.

1. Brief historical sketch of the county.
2. Racial strains and influences.
3. Noteworthy (1) localities, (2) memorials, (3) achievements, (4) events, (5) personages.
4. Subjects for theses or discussions: The Scotch-Irish in North Carolina History. The German-Lutherans in North Carolina. The Moravians in North Carolina. The Friends and their Influences. Cotton Culture in North Carolina: Beginning, Development and Importance. The Development of Cotton Manufacture in North Carolina; Tobacco Manufacture; Furniture Manufacture.
5. Sources of Information (indicated in definite foot notes, as used in the course of these studies).

II. NATURAL RESOURCES

The prosperity of a country depends not on the abundance of its resources nor on the strength of its fortifications nor on the beauty of its public buildings.

It consists in the number of its cultivated citizens, its men of education, enlightenment, and character.

Here is to be found its true interest, its chief strength, its real power.—MARTIN LUTHER.

1. Location and area, topography and climate, health conditions.
2. Natural sources of wealth in the county:
   (1) Fisheries—population engaged; capital invested; annual output; conditions and problems; needed legislation.
   (2) Mineral deposits—kinds and localities; active mining industries; population engaged; capital employed; annual output; undeveloped resources.
   (3) Forest area—extent, character and value; annual timber cut; wood-working industries; population engaged; total capital employed, annual output; forestry problems; needed legislation.

(4) Water powers—available, used, how used; mills and factories, number and kinds, total population engaged, total capital employed, annual output.

(5) Soils and seasons—soil areas and characteristics; crop adaptations, farm activities and opportunities; population engaged; capital employed; typical farm system of the county, defects or advantages; total annual farm wealth produced by crops and animal products; per capita wealth of country populations, comparisons; sources of annual farm wealth, in order of importance.

3. Subjects for theses or discussions: North Carolina—the Land of Opportunity. Our Unprotected, Undeveloped Fisheries. The Forestry Problems of North Carolina. Our Water Powers and Their Development. The Control and Regulation of Water Powers. Our Undeveloped Farm Areas. The Production and the Retention of Farm Wealth. Our Economic Surplus; its Bulk and Significance. The Economic Classes of North Carolina.

4. Sources of information (indicated as in other sections of these studies).

III. POPULATION STUDIES

I am saddened when I see our successes as a nation measured by the number of acres under tillage or the bushels of wheat exported; for the real value of a country must be weighed in scales more delicate than the Balance of Trade.

The garners of Sicily are empty now, but the bees from all climes still fetch honey from the tiny garden plot of Theocritus. On a map of the world you may cover Judea with your thumb, Athens with a finger tip, and neither of them figures in the Prices Current; but they still lord it in the thought and action of every civilized man.

Did not Dante cover with his hood all that was Italy six hundred years ago? Material success is good, but only as the necessary preliminary of better things.

The measure of a nation's true success is the amount it has contributed to the thought, the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind.—JAMES RUSSELL LOWELL.

1. Total population, 1910? Per cent increase? Rank?

   White population, 1910? Per cent increase? Rank?

   Negro population, 1910? Per cent increase? Rank?

Rural population, 1910? Per cent increase? Rank?

Urban population, 1910? Per cent increase? Rank?

2. If there is a large and growing city in the county, give population figures, per cent of increase and rank as above.
3. Rural population to the square mile? Rank?
4. Subjects for theses or discussions: Sparsity of Population—effects upon values, upon the movement of populations, public enterprises, organization and co-operation, law and order, schools and churches. The Isolation of Farm-Life in America—contrasted with other countries; consequences. Rapidly Increasing Populations—causes? effects? Decreasing Populations—causes? effects? "Growing cities like standing armies tend to destroy the regions upon which they subsist"—why? instances in North Carolina? "The existence and future prosperity of a city depend upon its being the center of a well-developed food-producing region"—why? instances? The Policy of Modern City Boards of Trade. North Carolina's Loss of Native-born Population by Inter-State Migration—the total loss, the causes. Is the Negro Resisting the Lure of City Life and Sticking to the Farm Regions better than the Whites in North Carolina?—where? why? effects? The white population of North Carolina increased 18.7 per cent during the last census period; the negroes, only 11.7 per cent—account for the difference. The Black Majorities in North Carolina—where? why? Increasing Negro Majorities in North Carolina—where? why? Race Segregation by Law.
5. Sources of information.

IV. COUNTRY POPULATIONS

Most men when they die are dead—dead as Dickens said Mr. Marley was—" dead as a doornail!"

Some men are taller when they lie down to die than when they stood up alive.

They were community-builders; not always in things material; but always, with no exception, in things spiritual—which is better.
—THE HOME AND FARMSTEAD.

1. Country population:
   (1) Total poulation of the county, outside of towns containing 2,500 or more inhabitants?
   (2) Total population in the smaller towns and villages?
   (3) Total dwellers in the open country?

(4) Farm population: White Negro Total

2. Total land-owners—White 1910 Negro 1910 Total
White 1900 Negro 1900 Total
Increase Increase Increase
Increase % Increase % Increase %

3. Farm owners who tilled the lands they owned—White 1910 Negro 1910 Total
Farm owners who tilled the lands they owned—White 1900 Negro 1900 Total
Increase Increase Increase
Increase% Increase% Increase%

4. Rank of the county in ownership-farming?

5. Absentee-landlords—White 1910 Negro 1910 Total.
Total acreage owned?
Prevailing form of tenant contracts? Describe briefly.

6. The total landless, homeless population of the county in 1910—White. Negro. Total. Is it increasing? Why?

7. Subjects for theses or discussions: The More Rapid Growth of Urban Populations—causes? consequences? Village Problems. Advantages and Disadvantages of Country Life. Conditions of Child Labor on the Farm and in the Factory. The Concentration of Farm Land Ownership—instances? causes? consequences? Our Unproductive Farm Areas—the problem? the causes? the remedies? The Rapid Rise in Farm Land Values—causes? consequences? remedies? Farm Tenancy—causes? effects—economic and social? Our Increasing Landless Multitudes—causes? consequences? remedies? Why the Farm Tenant in the South? Our Supply-Merchant System. The Absentee-Landlord. Tenancy Contracts—forms? advantages or disadvantages? effects? suggestions.

8. Sources of information.

V. WEALTH STUDIES

When private wealth is rightly related to community weal, when wealth and commonwealth are one, increasing progress will no longer mean increasing poverty; and increasing magnificence, increasing misery. The tooth-and-claw struggle for survival and supremacy in modern Christendom is a shameful denial of the mind and message of the Master.—THE HOME AND FARMSTEAD.

1. Total taxable wealth of the county? Increase from 1900 to 1910? Rank?
   (1) Increase—Why large or small?
   (2) Per capita wealth of population (based on 1910 tax digest)?
   (3) Per capita annual increase?
2. Total farm wealth of the county (based on the 1910 census)? Increase during last census period? Rank?
   (1) Increase—Why large or small?
   (2) Compare total farm wealth with the total taxable wealth of the county? Conclusions?
   (3) Per capita wealth of country population? Rank? Compare with (a) the average for the State, (b) the United States, (c) with other southern states?
   (4) Why large or small?
   (5) Average per-acre tax value of farm land?
   Average census value per acre?
   Compare the two values.
   Conclusions?
   (6) Compare this ratio with similar ratios for other counties in the State. Rank of the county.
3. Farm property, 1910 census:
   (1) Approximate area?
   Land in farms? Increase or decrease since 1900? Why?
   (2) Improved land in farms? Increase or decrease since 1900? Why?
   (3) Uncultivated area? Why uncultivated?
   What are the obstacles? the opportunities?
   (4) Total value of the farm buildings? Average per farm? Comparisons? Why large or small?
   (5) Total value of farm implements and machinery?
   Per cent of increase during census period?
   Comparison? Rank? Why high or low?
   Per-acre investment in farm implements?
   Comparisons? Rank? Why high or low?

(6) Total value of domestic animals? Per-acre value?
Comparisons? Rank? Why high or low?

4. Negro property ownership:
   (1) Number of acres owned in 1900? In 1910?
   Increase %?
   (2) Total aggregate wealth in 1900? In 1910?
   (3) Per capita wealth in 1900? In 1910?
   (4) Conclusions?

5. Farm mortgage indebtedness:
   Farms with mortgage debt, 1910, White % Negro %
   Total % Rank? Significance?

6. Subjects for theses or discussions: Our Per Capita Wealth: a study in comparisons. Are Farm Properties Bearing an Unreasonable Share of the Tax Burden? The Tax Values of Farm Land in North Carolina: a study in contrasts. The General Property Tax—theory, defects, consequences. The Inequalities and Iniquities of our Tax System. New Zealand's Graduated Land Tax. Cash Operating Capital in our Farm Regions—the facts, the results. Factors in the Retention of Farm Wealth: the conditions in North Carolina. Farm Mortgage-Indebtedness in North Carolina: the total in 1910, the increase, the significance of it. Home and Farm Ownership: the facts, the economic and social effects. Increasing Property Ownership by Negroes: the facts, the causes, the consequences. Elbow-Room in North Carolina for Middle Western Home-Seekers: advantages and opportunities. Labor-Saving Farm Machinery in the South: comparisons, obstacles, increases. Our Investment in Domestic Animals: a study in contrasts. Our Barn-Yard Banks. Our Annual Fertilizer Bill: the facts, the causes, comparisons.

7. Sources of information.

VI. DOMESTIC ANIMALS ON FARMS AND RANGES, 1910 CENSUS

"And Abel was a keeper of sheep,"—a herdsman, a live-stock farmer, engaged in a business that enriches the soil. And the Lord had respect unto Abel and his offering.

"But Cain was a tiller of the ground,"—a grower of crops merely, engaged in a business that impoverishes the soil.

He forgot that the earth is the Lord's, and the fullness thereof. He was robbing God. And so, unto Cain and his offering He had not respect.—THE HOME AND FARMSTEAD.

1. Cattle—number? Increase per cent?
   Rank? Number per 1000 acres of area? Rank?

2. Dairy Cows? Increase per cent? Number per inhabitant? Rank?
3. Horses—number? Increase per cent? Horse colts? Increase per cent?
4. Mules—number? Increase per cent? Mule colts? Increase per cent?
5. Cultivated acres per work-animal? Increase per cent? Rank?
6. Hogs—number? Increase per cent? Rank? Number per 1000 acres of area?
7. Sheep—number? Increase per cent? Rank?
8. Poultry—number? Increase per cent? Rank?
9. Bee swarms—number? Increase per cent?
10. Dogs—number?
11. Subjects for theses or discussions: The Beef-Cattle Industry in North Carolina—opportunities. Dairy Cows in North Carolina and Wisconsin: a study in contrasts. Horse Power on Southern Farms. Our Ham and Bacon Problem: the facts, the opportunities. Dairy and Poultry Products in North Carolina: a comparison.

In 1910, we had in North Carolina 737,000 cattle and 484,000 hogs fewer than in 1850. During this period, our population multiplied two and a half times over; but our hogs decreased 26% and our cattle 46%—account for the decrease.

A Dog License-Tax in North Carolina. A Dog Muzzle Law. Our Disappearing Sheep Industry.

12. Sources of information.

VII. ANIMAL PRODUCTS, 1910 CENSUS

Drawing breath in the South and drawing rations from the West makes permanent farm prosperity well nigh impossible, no matter how large our tobacco and cotton crops, or how high the market prices.

The farmer or the farm community with barns and bins, smokehouses and cribs full of home-raised food and feed stuffs, is invariably prosperous, financially trustworthy, and a good credit risk. —THE HOME AND FARMSTEAD.

1. Domestic animals, sold or slaughtered: Calves? Other cattle? Swine? Sheep and goats? Poultry?
   (1) Estimated total lbs. of meat produced (dressed weights)?

(2) Total lbs. of meat needed (counting 152 lbs. per inhabitant, per year)?
(3) Meat surplus or deficit? lbs.
Rank?

2. Milk—total gal. produced? Production per inhabitant, per day? Comparisons?
3. Butter—total lbs. produced? Production per inhabitant, per day? Comparisons?
   (1) Butter needed (counting 48 lbs. per inhabitant, per year)? lbs.
   (2) Butter deficit or surplus? lbs. Comparisons?
4. Eggs—total doz. produced? Production per inhabitant, per week? Comparisons?
   (3) Eggs needed (counting 17 1-2 doz. per inhabitant, per year)?
   (2) Egg deficit or surplus? doz. Comparisons?
5. Value of live stock products:
   Dairy products?
   Poultry products?
   Honey and wax?
   Wool?
   Receipts from sale of slaughtered animals?
   Value of animals sold?
   Total? Comparisons?
6. Per Capita value of home-raised meat?
   Estimated total cost of imported meat?
7. Animal products—per cent of total farm wealth produced in 1910? Compare with Wisconsin.
   Conclusions?
8. Subjects for theses or discussions: Live-Stock Industries in North Carolina: importance, obstacles, opportunities. Our Meagre Home-Raised Meat Supply: the facts, the penalties, the remedies. Farm-Tenancy and Live-Stock Industries. Animal Products in our Cotton and Tobacco Counties: facts, causes, remedies. Marketing Crops on Four Legs Instead of Four Wheels: a study in contrasts. Animal Husbandry and Soil Improvement. Markets and Live-Stock Industries: relations, necessities. Ham and Bacon in North Carolina: the low cost of production, and the opportunities. The Parcels Post and the Farmer. Full Smoke-Houses and Permanent Farm Prosperity: contrast North Carolina and Iowa.
9. Sources of information.

VIII. THE PRODUCTION OF CROP-WEALTH, 1910 CENSUS

It is almost as true today as it was a century ago that the average nation's industrial welfare depends chiefly upon the raising of an abundant crop and its sale at fair prices.—THE NATION.

1. The gross total? Average per-acre yield? Rank? Comparisons? Conclusions?
2. What per cent of the gross total is produced by cotton alone? By tobacco alone? By food and feed crops alone?
3. The per capita food-producing power of the county (counting both food crops and animal products)? Rank? Comparisons? Conclusions? Does the the county raise a sufficiency of food and feed stuffs? Deficit? $ Surplus? $ Check estimates by figures of merchants and freight agents.
   Base estimates upon the following figures:
   (1) The average cost of food per person in the South Atlantic States is around $84 per year.
   (2) A horse needs 1 lb. of grain and 1 lb. of forage per day for each hundredweight; or a thousand pound horse or mule needs around 65 bu. of corn, (or 114 bu. of oats) and 1 4-5 tons of forage per year; costing say, around $100 per year.
   (3) Count the cost of keep of other domestic animals, as follows: 2 cattle, 6 hogs, or 8 sheep, or 150 poultry=1 horse or mule.
4. To which type of farm system does your county, as a whole, belong: (1) the One-Crop, Farm-Tenancy, Supply-Merchant System; (2) the Many-Crop, Ownership-Farming System; (3) the Many-Crop, Ownership-Farming, Live-Stock System? Reasons for classifying your county? Advantges? Defects of the system?
5. Corn production, 1910 census:
   Acreage? Total yield? Average per-acre yield? Rank?
   Per cent of gain or loss in acreage since 1900?
   Percent of gain or loss in average per-acre yield since 1900?
   Per capita production of corn, 1910 census?
   Estimated corn surplus or deficit in 1910? in 1913?

   Base estimate on North Carolina's per capita corn production in 1850 (34 bu.); in 1910 (15 bu.); or in 1913 (24 bu.) Population in 1910—2,206,087; in 1913—2,327,421.

6. Wheat production, 1910 census.
   Acreage? Total yield? Average per-acre yield? Rank?
   Per cent of gain or loss in acreage since 1900?
   Per cent of gain or loss in average per-acre yield since 1900?
   Per capita production of wheat, 1910 census?
   Estimated wheat surplus or deficit?
   Base estimate on 6 bu. of grain consumed per person per year.
7. Oats production, 1910 census.
   Acreage? Total yield? Average per-acre yield? Rank?
   Per cent of gain or loss in acreage since 1900?
   Per cent of gain or loss in average per-acre yield since 1900?
8. Hay and forage production, 1910 census.
   Acreage? Total yield? Average per-acre yield? Rank?
   Per cent gain or loss in acreage since 1910?
   Per cent gain or loss in average per-acre yield since 1910?
   Production per work-animal per day? Rank?
9. Sweet potatoes and yams, 1910 census.
   Acreage? Total yield? Average per-acre yield? Rank?
   Per cent of gain or loss in acreage since 1900?
   Per cent gain or loss in average per-acre yield since 1910?
10. In the same way treat other food crops *if locally important*: truck crops, sugar cane and sorghum cane, orchard fruits, small fruits, grapes, ground-peas, nuts, etc.
11. Cotton production, 1910 census.
   Acreage? Total yield? Average per-acre yield? Rank?
   Per cent gain or loss in acreage since 1910?
   Per cent gain or loss in average per-acre yield since 1910?
   Total annual consumption by mills within the county?
12. Tobacco production, 1910 census.
   Acreage? Total yield? Average per-acre yield? Rank?
   Per cent gain or loss in acreage since 1900?
   Per cent gain or loss in average per-acre yield since 1900?
   Total annual consumption by factories within the county?
13. Themes for theses or discussions: The-Buy-a-Bale Movement. The Government Valorization of Cotton. Per-Acre Crop Yields and Per Capita Wealth in the Farm Regions of North Carolina—a study in contrasts. Food-Producing Power and Wealth-Retaining Power in the Counties of North Carolina. The One-Crop, Farm-Tenancy, Supply-Merchant System of Farming: instances

in North Carolina, economic and social consequences. The Many-Crop, Farm-Owner, Live-Stock System of Farming: instances, consequences. Signs of Progress in North Carolina Agriculture.

In 1910, the average acre of cotton land in North Carolina produced $33.01 and the average acre of tobacco land, $62.41. The grain-growing, hay-and-forage counties of Illinois produced from $14.00 to $18.00 per acre. But the country population of Illinois, man for man, is worth from four to fifteen times as much as the country population of our cotton and tobacco counties. Account for their greater power to accumulate farm wealth.

Hon. Clark Howell says: Our one-crop mania is economic insanity give reasons for agreement or disagreement.

14. Sources of information.

IX. ORGANIZATION AND CO-OPERATION

An organized community can be what it wills to be. An unorganized community is in a state of decadence.—BULLETIN, ILLINOIS AGRICULTURAL COLLEGE.

Organized effort is one of the greatest factors in Modern Civilization; whether we have in mind educational, social, religious, political, or industrial activities.—JOHN LEE COULTER.

Personal initiative and a cultivated co-operative spirit are the very core of this matter.—THE COUNTRY LIFE COMMISSION.

Membership in one body is a fundamental doctrine of religion. It is no less a fundamental doctrine of economics and sociology—and the church must lead men into it.

Getting together and pulling together on earth is a preparation for dwelling together in Heaven.—THE HOME AND FARMSTEAD.

1. Organizations (cultural, for individual benefit):
Farmers' clubs, clubs of country boys and girls, organizations for farmwives, agricultural fairs, field trials, school fairs, Sunday school associations, county ministerial association, debating or declamation societies, library clubs and reading circles, singing societies, base ball clubs, or any other organization designed to stimulate individual effort.

Catalogue such organizations in your county, giving (1) The names and (2) the addresses of leaders.

Single out the oldest, largest, and most successful; state briefly the causes of strength, popularity and perpetuity.

Suggest such other organizations as need to exist, and state reasons therefor.

2. Co-operative enterprises (for mutual benefit): Fraternal orders, farmers' unions, and other organizations for co-operative production, marketing, buying, credits, etc.

Catalogue such organizations in your county, giving (1) Names and purposes, and (2) the addresses of designated leaders or business managers.

Single out one conspicuous success; analyze the causes of success; outline achievements and prospects.

Single out a conspicuous failure; analyze it, and state briefly the causes of failure.

3. Subjects for theses or discussions: Farm Organizations in America: an historical sketch. Pedigreed Seed Clubs: purposes, achievements. Pedigreed Live-Stock Clubs. Fruit Growers' Clubs. Boys' Pig Clubs: importance, achievements. Boys' Corn Club Records. Girls' Garden and Canning Clubs: importance, results. The School Fair: its value, instances. Agricultural Fairs: successes, failures, causes of failures, remedies. The County Ministerial Association: purposes, programs, field of work. Clubs for Country Women: importance, programs, instances of success.

The Principles of Successful Co-operation. The Regeneration of Ireland. Denmark—the Farmers' State. The California Fruit Growers' Exchange. The Eastern Shore of Virginia Produce Exchange. The East Carolina Truck and Fruit Growers' Association. Co-operative Farmer Enterprises in Catawba County. Farmers' Mutual Insurance Companies. Farmers' Mutual Telephone Companies. Co-operative Creameries and Butter Factories. Co-operative Warehouses in North Carolina. Co-operative Grain Elevators in the West. Land and Loan Associations in Ohio. The Landschaften in Germany. The Raiffeisen Banks. The Land Banks of France.

4. Sources of information.

X. RURAL CREDITS

The first step toward credit—ready, abundant, cash loans, at low rates of interest, and comfortable repayments—is financial trustworthiness.—HENRY WALLACE.

The second step lies in security—ample collateral readily convertible into cash at fair prices.

The third, a sufficient circulating medium.

Money is one thing; credit another.

Agencies beyond the farmer can furnish cheap money; the farmer alone can establish the credit he needs.—THE HOME AND FARMSTEAD.

The business done by the Farmers' Co-operative Banks of Germany in 1910 *totaled six billion, six hundred and ninety-one million dollars.*—JOHN E. LATHROP, *Pearson's Magazine,* October, 1913.

1. The material basis of farm credit in the county, 1910 census.

Total farm property..... $
Total crops produced..... $
Total animal products..... $

Total collateral..... $

(1) Total credit basis estimated at 25% of the collateral ..... $
Total credit secured 1910:
Private credit (from individual money lenders) $
Book credits (open accounts in stores)..... $
Bank credits ..... $
Land-mortgage credits (to outside loan agencies) ..... $

(2) Total credit secured..... $
Compare collateral with total credits obtained. Conclusions? Compare book with bank credits. Conclusions?

2. Farm mortgage indebtedness, 1910 census:
   (1) Number of farms—
   Cultivated by owners: White? Negro?
   Total?
   Mortgaged: White? Negro?
   Total?
   Per cent mortgaged White? Negro?
   Total?
   (2) Rank of the county based upon the total per cent of mortgaged farms? Why high or low?
   (3) Has the number of mortgaged farms increased during census period? Why?
   (4) Compare with the average for North Carolina, 1910 census, (18.5 per cent). Why above or below the state average?
   (5) Total value of mortgaged lands and buildings?
   Total mortgage indebtedness thereon?
   Per cent of collateral? Rank in North Carolina?
   Why high or low?
   Compare with the average for North Carolina, (23.2%) Why above or below the state average?
   (6) Increase or decrease in farm mortgage indebtedness, since 1900? Significance?
   (7) Increase or decrease in the borrowing value of farm land? Significance?

3. Per capita wealth of the country population of the county (based on the total value of farm properties, 1910 census)?
   (1) Rank in North Carolina? Why high or low? The average for the State was $322. Why above or below the state average?

(2) Consider this per capita wealth: (1) as indicative of circulating cash, (2) as a basis of credit.
Is it a meagre or abundant financial basis?

4. Sources of loans:

(1) Banks—Number of state banks? National banks? Total capital stock? Total bank resources? Number of farmers owning stock? Per cent of the total stock-holders?
Farmer depositors? Per cent of the total?
Farmer deposits? Per cent of the total?
Farmer borrowers? Per cent of the total?
Total amount loaned to farmers? Per cent of total loans?

(2) Supply-merchants, in open accounts:
What per cent of the year's credit business is with farmers?
What per cent of these farmers are white land-owners?
Negro land-owners? What per cent are white tenants? Negro tenants?
Average usual time covered by book accounts?
The kind of security required?
Secure specimens of crop and chattel liens?
At what time of the year are these accounts closed up?
The total loss in bad accounts The per cent of the year's credit business?

(3) Insurance companies.
Are the insurance companies lending money to farmers in your county? The names and addresses of such companies? Security required? Total loaned to date? Rate of interest charged?
Commissions charged? Agents' fees.

(4) Building and loan associations.
Number and names of such associations in your county?
Are they lending to farmers? Total amount loaned to date? Interest charged?
Commissions charged?

(5) Are there any farmers' mutual credit societies in your county? If so, give a full account of them.

(6) Mortgage loan companies:
Addresses of companies doing business in your county?
Addresses of their local agents? Total loans to date?
Rate of interest charged? Commissions charged? Agents' fees?

5. Purposes of loans:

(1) Improvement and expansion—more land, more and better

tools, implements, labor saving machinery, homes, barns, live stock and the like?

(2) The purchase of land and the establishment of homes and farms by persons newly entering the ranks of ownership.

(3) Operating expenses—farm supplies, seeds, fertilizers, food and feed stuffs, clothing and the like.

(4) The refunding of old debts.

(5) Indulgence or investment—in automobiles and the like.

Estimate as closely as possible the relative importance of these five purposes of credit in your county.

6. Rates of interest paid:

(1) The average difference between cash and time prices in supply-stores.

(2) Average rates, for small, short-time personal loans?

(3) Average rates, for larger, long-term loans?
Is the interest paid in advance annually? Semi-annually?

(4) Is a commission charged usually for making the loan? How much?

(5) Does the agent or attorney charge for securing the loan? How much?

(6) Usual charge for abstracting titles and drawing papers? What are the usual recording fees?

(7) Study and report upon the actual yearly rate of interest paid upon:

(a) A typical store account.

(b) A typical short-term loan.

(c) A typical land-loan.

Omit all names and count in all expenses, commissions and fees of all sorts, along with the rate of interest charged.

6. Subjects for theses or discussions: Land as a Basis of Credit. Cotton as a Credit Collateral. The Material Basis of Farm Credit in the South. The Relation of the Tenant-Farmers, the Supply-Merchant, and the Fertilizer Manufacturer to Southern Agriculture.

In 1910, only 18.5 per cent of the farms of North Carolina were mortgaged; while more than half the farms of Wisconsin, Iowa and Missouri were mortgaged—the explanation, the significance?

In 1913, the average interest rate on mortgage loans in North Carolina was 6.3 %. In Virginia, West Virginia, and Maryland, it was lower; in South Carolina, Georgia, Florida, and all the

other Gulf States it was higher; in the Rocky Mountain, and Pacific Coast States it was far higher—why?

The same year, the average interest rate on short-term loans in North Carolina was 6.5%. Outside New England and the North Atlantic States, it was the lowest rate in the United States—why?

In 1913, eighteen of the leading insurance companies of the United States had a farm mortgage business amounting to $414,000,000. North Carolina's borrowings from these sources amounted to two-tenths of one per cent of this total; or $828,000. Kansas, Nebraska, Missouri and Iowa farmers secured 51.8% of it; or $214,452,000—account for the difference.

The Amortization Plan of Paying Loans. Land Debenture Bonds. The Torrens Land Law—what, why? The Land Bank Bills now before Congress.

7. Sources of information.

XI. MARKETS

Farmers will produce more when they can market more profitably, purchase the raw materials of production more economically, and improve their credit facilities. All these things call for organization.—T. N. CARVER.

Organized industry always unloads its burden on the unorganized.—GEORGE W. RUSSELL.

We should begin now to prepare for market facilities at home for the increased production of food and feed crops made necessary by reduced cotton acreage. Provisions should be made for ascertaining, by localities and counties, just how heavily we are importing northern and western products.—N. C. FARMERS' UNION ADVISORY COUNCIL.

1. Surpluses for sale, outside the county, 1910 census:

(1) Check (√) the items raised in your county in quantities beyond the need of consumption within the county.

Corn	Peaches	Peanuts	Sheep on hoof
Oats	Plums	Other nuts	Mutton
Wheat	Pears	Vegetables	Wool
Rye	Cherries	Melons	Cattle on hoof
Hay, Forage	Grapes	Flowers, plants	Beef
Cotton	Figs	Milk	Hogs on hoof
Tobacco	Irish potatoes	Cream	Fresh pork
Sugar cane	Sweet potatoes	Butter	Hams, bacon
Sorghum cane	Yams	Poultry	Firewood
Cane syrup	Nursery products	Eggs	Posts, poles
Apples	Berries	Colts	Naval Stores

(2) If the list is incomplete for your county, write in the necessary additional items.

(3) In determining whether or not your county needs outside markets for surpluses, consult chapters VII and VIII.

(4) For instance, the food and feed needed by man and beast in Scotland county in the census year was around $1,900,000. The food and feed produced in the county was around $700,000.

Here is a market problem that concerns purchasing—some $1,200,000 of food and feed alone, along with fertilizers, farm tools and utensils, work-animals and the like. It is the problem of car-load lots, with discounts for cash.

But also, there is the market problem of selling to the best advantage some two million dollars worth of cotton—the problem of operating capital, warehousing, minimum insurance rates and warehouse charges, holding for satisfactory prices, if necessary, and borrowing advantageously upon the collateral.

(5) In similar way analyze the buying and selling problem of your county. What surpluses has the county for sale? What does the county need to import?

(6) List the export products of your county and estimate the annual bulk and value of each (1910 census). The total value of export surpluses?

(7) What arrangements, conveniences, facilities and conditions are necessary to get these surpluses into the regular channels of trade, (1) in the best condition, (2) most promptly, (3) least expensively, and (4) most profitably to the producer?

(8) Are the farmers of the country generally interested in

a. Expert picking, handling, grading, packing, uniform standards and brands?
b. Expert butchering, curing, trimming and sacking meats, packer style?
c. General market conditions, the Federal Crop reports the market quotations in the daily papers?
d. Improved public highways?
e. Country telephones?
f. Cross-country electric railways?
g. The parcels post?
h. Railway facilities and rates, shipments in car-load lots and the like?
i. Co-operative production and selling?

(9) To what extent are they active in these directions? Give brief account in detail.

(10) If not interested, why not? Obstacles? Signs of progress? Suggestions.

2. Surpluses without markets, or with no markets offering satisfactory prices.

As for instance, the 1914 apple crop in North Carolina. It is (estimated) 7,600,000 bushels, or more than two and a half times the 1913 crop. August prices to producers in the United States averaged 68c per bushel; in Oregon 78c; Arkansas and Colorado 80c; in North Carolina 50c; in Western North Carolina from 15c to 25c for the orchard run. Why?

(1) Instances in your county of farm surpluses wasted or marketed without profits? Causes? Effects on producers and farm development? Suggested remedies?

(2) Is there a city board of trade in your county? Is it actively engaged in helping the farmers in its trade territory to solve their market problems? In what way?

(3) Are there:

Canning factories?	Cotton warehouses?
Evaporating plants?	Peanut warehouses?
Preserve, jam, jelly, or	Tobacco warehouses?
Pickling factories?	Butchering and
Creameries?	Packing plants?
Butter factories?	Refrigerating plants?

(4) Are these enterprises individual? co-operative? or corporation enterprises?

(5) Which are well established successes? Analyze causes of successes.

(6) Which are new enterprises? Outlook?

(7) What enterprises of this sort have been failures? Analyze causes of failure.

3. Local city markets.

(1) Is there a free public market in your county? Or in some nearby county? How long is the average haul to it? Are the roads good? The disadvantages of bad roads?

(2) Does the city provide hitching grounds or sheds? A rest-room for the farmwives?

(3) Are there city ordinances against the house-to-house peddling of farm produce? Why? The farmer's objections to peddling?

(4) Does the city market enable the farmers to turn into

instant ready cash at a fair profit whatever they have to sell?

(5) Does it lower the cost to consumers, while raising the price received by producers?

(6) Is there adequate attention to sanitation?

(7) If the city market is poorly managed (and usually it is), what are the defects? Suggested changes?

4. Markets to supply deficits.

(1) Check (√) the items that are imported into the county: Corn, meal, wheat, flour, oats, hay, potatoes, cane syrup, cabbages, onions, peas, lettuce, butter, canned goods, poultry, eggs, horses and mules, beef, hams, salt-pork sides, seeds, farm machinery, fertilizers and other like items.

(2) List the items and closely estimate the total amount of each import for the census year (1910) and check up the results by canvassing the supply-merchants and freight agents.

(3) What is the gross total?

(4) Do the farmers generally buy these supplies on time from the supply-stores? If so, why the general necessity for book accounts? Compare cash with credit prices; conclusions?

(5) What attempts have been made in your county at co-operative purchasing of farm supplies? If successful, analyze causes of success. If failures, why? Essentials to success in co-operative buying? Obstacles? Outlook in your county?

5. Subjects for theses or discussions: The Self-Sufficing and the Commercial Farmer. Can the Commercial Farmer Afford to Buy What he can Raise? Do Surpluses Create Markets or do Market-Demands Create Surpluses? Home-Raised Food and Feed Stuffs in North Carolina Counties; in the South. Does the Farmer Get a Righteous Share of the Consumer's Dollar? The Middlemen: Who they are and their Functions. The Useless Middleman: Why he Exists, and How Eliminated. "It costs more to market a crop than to produce it." Why? Getting Producers and Consumers Together: why necessary, difficulties, successes. The Farmer's End of the Market Problem; the Consumer's End. Well Managed Municipal Markets: value to farmers and consumers; instances of success. Municipal Packing and Refrigerating Plants: obstacles, successes, failures. Canning Factories: conditions of success; instances. Co-operative Pro-

duction and Marketing in Minnesota. The Production and Distribution of Farm Wealth: relative importance. The Proper Place of Government in the Market Problem. Food-Production and Wealth-Retention in North Carolina and the South. The Wealth-Accumulating Power of Food-Producing Regions: North Carolina and Iowa, in contrast. North Carolina Products for North Carolina People. Importing Food and Feed Stuffs into North Carolina; an exhibit by counties?

6. Sources of information.

XII. IMPROVED PUBLIC HIGHWAYS. RAILWAY FACILITIES

Improved public roads are directly related to better country homes and schools, to the reach and influence of country churches, to the timely marketing of farm products, and to the business of market centers. They are the arteries of organized community life.—THE HOME AND FARMSTEAD.

A good sand-clay road is not made of sand and clay, but of sand, clay, and sense, thoroughly mixed in right proportions. The commonest need in road building is not more money but more sense.

The lack of it cost the United States $185,000,000 *last year. A king's ransom wasted by incompetence, in the building of new roads, in the patching of poor roads, and in the neglect of good roads!*—THE HOME AND FARMSTEAD.

1. How many miles of public roads in the county?
   How many miles are improved, graded or surfaced?
   Per cent of the total? Rank of the county?
   How many miles are graded only? How many miles are graded and surfaced with sand-clay or top-soil?
   With macadam or gravel?

2. Is the road building of the county done under the direction of an expert road engineer? His address?
   Is the work done by the county chain-gang? Or by hired labor? Is the work let out to private contractors?

3. Revenues for roads, 1913:
   Raised by direct tax levy? Levied by county or township? Rate?
   Raised from the poll tax? Rate per poll?
   Total?

4. Total bond issue, to date, for good roads?

5. Expenditures for roads and bridges, 1913:
   Upon improved public highways? Miles built?
   Material used for surfacing? Cost?

Patching and repairing old roads Cost?
Steel bridges: number? Cost?
Concrete bridges: number? Cost?
Wooden bridges: number? Cost?
Culverts, drains: number? Cost?
Material used?

6. The county chain gang, 1913; if employed by the county in road building:
   Average number of convicts employed?
   Average number of mules employed?
   Total amount invested in road machinery?
   Average cost of convict per day?
   Average cost of feed per mule per day?
   Total cost of the chain gang for the year?

7. If the county leases the convicts:
   To what other county?
   Total number so leased in 1913?
   Upon what terms? Price per able bodied convict per day or month?
   Total received for convicts leased in 1913?

8. Railway facilities:
   List the railways touching or traversing the county.
   Total miles of trackage within the county?
   Are there cross-country electric railway lines?
   How many miles of track within the county?
   The usual market to which farm produce is freighted?
   The usual center from which farm supplies are shipped into the county?
   The nearest stock-yards or packing-plant center for live stock sales?
   Do the facilities for handling live-stock encourage live-stock industries in the county?
   Are the facilities for handling perishable produce ample and satisfactory?
   What railway companies are advertising your county or section? How? Results?
   What railway companies are active in developing your county or section? In what way? Result?

9. Subjects for theses or discussions: Improved Public Highways: economic and social values. Public Road Engineers: a National necessity. Engineering Problems in Highway Building. Human Nature Problems in Highway Building. Wasting Road Revenues, Road-Building Materials in North Carolina. The Sand-Clay or Top-Soil Road and the Macadam Road. The King Drag. Systematic

Road Inspection and Repair. A State Highway Commission: necessity, functions. A State Highway Fund: reasons for or against. A Federal Highway Fund: reasons for or against. The Use of State Convicts in Public Road Building: reasons for or against. A Bond Issue for Good Roads: reasons for or against. Good Roads in North Carolina; a study in contrasts. The Lack of Railway Facilities: economic and social results? The Railroad's Share of the Consumer's Dollar. The Relative Importance of Facilities and Rates. The Relative Importance of Railways and Improved Public Highways.

10. Sources of information.

XIII. SCHOOL STUDIES

The ignorant pearl diver does not wear the pearl he wins; the diamond digger is not ornamented by the jewel he finds; the ignorant toiler in the most luxuriant soil is not filled with the harvest he gathers.

The choicest productions of the world, whether mineral or vegetable, wherever found or wherever gathered, will inevitably by some secret and resistless attraction make their way into the hands of the most intelligent.

Let whoever will sow the seed or gather the fruit, intelligence consumes the banquet.—HORACE MANN.

Native white illiterates, ten years old and over, in the towns and cities of North Carolina in 1910, *were* 4.5 *per cent; in the rural regions,* 13.5 *per cent.*—1910 CENSUS.

Lo, the House of Learning is a mighty country-life defense!—THE HOME AND FARMSTEAD.

1. Illiteracy of persons 10 years old or over, 1900 and 1910 census:
   - (1) Native whites: 1900, number? Per cent?
     Native whites: 1910, number? Per cent?
     Increase or decrease?
     Rank of the county in white illiteracy? Gain or loss?
   - (2) Negroes: 1900, number? Per cent?
     Negroes: 1910, number? Per cent?
     Increase or decrease?
     Rank of the county in negro illiteracy? Gain or loss?
2. School support:
   - (1) Total received from all sources, 1902-03?
   - (2) Total received from all sources, 1912-13?

(3) Average per child of school age per day? Rank? Why above or below the State average?

(4) Received from the State, 1912-13? Per cent of the total county school fund? Rank of the county in this particular?

(5) Total raised by school tax levies within the county, 1912-13? Per cent of the total taxable property? Rank?

(6) Total received from the State Equalizing Fund? Rank? Compare with the rank of the county in per capita wealth. Conclusions?

(7) Total spent for buildings and supplies, 1912-13: Rural Schools? Town schools? Comparisons? Conclusions?

(8) Total spent for school libraries, 1912-13: Rural schools? Town schools? Comparisons? Conclusions?

3. School attendance 1912-13:

(1) White school population? Enrollment?
Per cent of the school population?
Rank of the county in this particular?
Why above or below the State average?
White average daily attendance?
Per cent of the enrollment?
Rank of the county?
Why above or below the State average?

(2) Total white school population, town? Country?
Enrollment, town? Country?
Per cent enrolled, town? Country?
In daily attendance, town? Country?
Per cent of enrollment, town? Country?
Do the white children in towns attend school better than in the country? If so, why?

(3) Negro school population? Enrollment?
Per cent of the school population?
Compare with white enrollment per cent?
Conclusions?
Negro average daily attendance?
Per cent of the total enrollment?
Compare with the white attendance per cent?
Conclusions?

(4) Total Negro school population, town? Country?
Enrollment, town? Country?
Per cent enrolled, town? Country?
In daily attendance, town? Country?
Per cent of enrollment, town? Country?
Do the negro children attend school better in the towns, where school terms are longer and opportunities greater, than in the country? Why or why not?
What are the facts in the Northern and Western cities?

4. Teachers' salaries, average per year, 1912-13:
(1) Whites, in town? In the country?
Effect of lower salaries in country districts?
Rank of the county in average town salaries?
Country salaries?
Are these averages above or below the State averages?
Why?
Per cent gain in average salaries since 1902-03?

5. School facilities and conditions:
(1) Average term in days, 1912-13? In 1902-03?
White schools, in town? In the country?
Why the difference?
Negro schools in town? In the country?
(2) Total invested in school property, 1912-13:
White schools, in town? Average per child of school age?
White schools, in the country? Average per child of school age?
Are these averages above or below the State averages?
Why?
Negro schools, in town? Average per child of school age?
Negro schools, in the country? Average per child of school age?
Are these averages above or below State averages?
Per cent gain in total school property since 1902-03?
(3) Number of school districts, 1912-13:
White? Colored?
Districts with log school houses:
White? Colored?
Compare with other counties? Conclusions?
Decrease since 1902-03:
White? Colored?

Districts without school houses:
White? Colored?
Compare with other counties? Conclusions?
Decrease since 1902-03:
White? Colored?
Rural schools, having two or more teachers:
White? Colored?
Per cent of the total,
White? Colored?
Rank of the county, only white schools considered?
Why above or below the State average?

(4) Rural school houses, 1912-13:
With patent desks, White? Per cent of white schools? Rank?
With patent desks, Negro? Per cent of Negro schools? Rank?
With benches, White? Per cent of white schools? Rank?
With benches, Negro? Per cent of Negro schools? Rank?
New houses built for whites: number? Total cost? Rank?
New houses built for negroes: number? Total cost? Rank?
Compare the average cost of new rural school houses with State averages. Why above or below the State average?

(5) Scholarship and training of teachers, 1912-13:
White teachers, total number? Per cent holding first grade certificates? Per cent having normal training? Per cent holding college diplomas?
Are these per cents above or below the State averages? Why?

(6) What per cent of the white teachers of the county were born or reared in other counties? In other States? Mainly, in what other States?

(7) What per cent of the white teachers in the county are this year teaching the same school the second year? the third year? longer terms?

6. Indications of progress:

(1) Review carefully the facts, comparisons, and conclusions, noted in the school studies above, and assemble in compact paragraphs (1) the gains the county has made since

1902-03, when compared with itself or with other counties in the State and (2) note frankly the losses, absolute or relative.

(2) Single out, for appropriate treatment, successes, if any in (1) the consolidation of schools and the transportation of children, (2) the employment of school supervisors, or special department teachers, (3) the erection of handsome school buildings, (4) the establishment of country-life schools, (5) the adoption of a county-unit system, (6) school fairs, (7) school debates and athletic events, (8) schools that are centers of organized community life, (9) school clubs, and (10) school gardens or farms. Or successes of any other sort.

Also (1) noble, noteworthy teachers or institutions of former days, (2) successful private schools, and (3) schools of college rank located in the county.

1. Rural high schools (white): 1907-08 1912-13

(1) Offering four-year courses? Gain %
Three-year courses? Gain %
Two-year courses? Gain %
Total Gain %
Rank in the number of such high schools in 1912-13.

(2) Rural high school teachers, 1907-08? 1912-13?
Gain %
Total high school pupils, 1907-08? 1912-13?
Gain %
Average term, 1907-08? 1912-13?
Gain %

(3) Rural high school income: total 1907-08?
1912-13? Gain %
From State funds? 1907-08? 1912-13?
Per cent of total? Per cent of total?
From county and local tax funds? 1907-08?
1912-13?
Per cent of total? Per cent of total?

(4) Number of high school graduates now attending colleges?

(5) Treat briefly rural high school progress in the county during the five-year period. Is the country keeping pace with the towns in your county in high school development? If not, why not?

8. Subjects for theses or discussion: Is Education a Deterrent of Crime? Intelligence and the Production of Wealth. The Dif-

fusion of Intelligence and the Retention of Wealth? Intelligence and Democracy. Intelligence and Co-operative Farm Enterprise. The Florida Plan of County-Unit School Systems. Inferior Country Schools and the Drift Cityward. Illiteracy among native whites in North Carolina in the country averages three times the illiteracy rate in the towns and cities—why? Is the Negro Losing Faith in Spelling Books and Graining Faith in Bank Books; the facts, the causes, the outlook? The Teacher's Salary; a study in contrasts. The Effect of Lower Salaries in the Country Schools. The Country School of Permanent Influence; necessary conditions of success. The Broken School-Term in North Carolina; the effects. Our Grasshopper Plague of Public School Teachers. Frequent Changes of Teachers; causes, consequences. The Socialized Country School; meaning, obstacles, successes. The John Swaney Country School, Illinois. The School, a Center of Community-Life. The School Fair in Virginia. An Argument in Favor of a Local School Tax; in favor of Consolidated Country Schools. The Public High School—the People's College. The Page County, Iowa, Country Schools. School Improvement Clubs in North Carolina; purposes, achievements. Training Teachers for Country Schools. The Danish Folk Schools. The County School Superintendent; an Educational Leader. The West Virginia Plan of County Supervision. The Waste of Public Money in Non-Attendance. The Wonderful High School Development in North Carolina.

9. Sources of information.

XIV. PUBLIC HEALTH AND SANITATION

Give me health and a day and I will make the pomp of emperors ridiculous.—EMERSON.

There are 16,000 *preventable or postponable deaths in North Carolina every year! One every half hour, day and night!*

Six thousand deaths from tuberculosis alone! And babies— 3,000 *of them die every summer; a third or more of them killed by fly-carried diseases.*—FIGURES FROM N. C. HEALTH BULLETINS.

The highest percentage of insanity in the United States is among farmers' wives—due chiefly to overwork, overworry, and the lack of proper amusements and recreation.—HENRY N. OGDEN, in *Rural Hygiene.*

1. Indicate the ways in which your County Health Board and Health officer are actively campaigning against preventable diseases—malaria, typhoid, tuberculosis, small-pox, and the like.

List fully the forms of their activity—say, educative articles in the county paper, addresses on public health and sanitation,

circulating the Bulletins of the State Board of Health, co-operating with the school authorities in the medical inspection of school children, health rallies, clean-up events, and so on.

If active, give the addresses of the leaders.

If inactive, why?

2. What attention has been given in your county to sanitary toilets on home or school grounds, to garbage and sewage disposal, soil and stream pollution, the safety of drinking waters in springs and wells; the protection of drainage areas of city water systems; sanitary dairies and milk supplies, the sanitary butchering and vending of meats, the screening of homes against flies and mosquitoes, the sanitary handling of food stuffs at soda water stands, in ice cream parlors, in shops, in hotel and restaurant kitchens.

   Are dairies and milk depots, butcher pens and shops, bakeries, restaurants, hotel kitchens and the like inspected competently and regularly? If not, why?

   Are the reports of the inspector published in the city or county papers?

   Are there laws or ordinances covering the sale of impure or adulterated foods, feeds, and drugs in your county? Enacted by what body? Are they enforced? If not, why?

3. Commonly, the old-time Health Officer has attended the charity cases, and the sick in the poorhouse, jail, and chain gang. He took charge of small-pox, and similar epidemics, enforced quarantine regulations and so on.

   If he is otherwise active in your county, indicate the ways, in detail. What is his salary? What were the total expenditures of the County Health Board for the last year?

   If the old-time system can be improved, suggest the ways.

4. The Hookworm campaign in your county: activities, results?

5. Is there a City Health Board and Health Officer in your county? If so, report their activities as per the above outline.

6. Or have the City and the County Health Board united, and employed an All-Time Health Officer? Give an account of his activities and successes, if any. Make collateral study of the sanitary campaigns in Nash, Columbus, Robeson and Sampson counties.

7. Are the churches and ministers of your county actively interested in community health conditions and problems? Indicate the most active, and give an account of their activities.

8. Is there a County Medical Association? Is it alert and vigorous? If possible, secure the programs for a half-dozen or so of the meetings.

Is the subject of Preventable Diseases and Public Sanitation prominent in these programs? Conclusions?

9. Consult the registrars of vital statistics and secure answers to the following questions for the year ending July 1, 1914:

(1) Total births? Birth rate?
Total illegitimate births? Per cent of the total?

(2) Total deaths? Death rate?
Number of deaths from preventable diseases?
Per cent of the total?

(3) Total deaths of children, under 5 years of age?
Per cent of the total?

(4) Compare the birth rates of whites and negroes?
Conclusions?

(5) Compare the town and the country birth rates?
Conclusions?

(6) Compare the death rates of whites and negroes; also of town and country dwellers. Conclusions?

(7) Arrange the causes of death in the order of numerical importance. Which of them are preventable?

(8) What is the per cent of natural increase (excess of births over deaths) in your county? Compare with the 1910 census figures, showing the population increase of the county from 1909 to 1910? Conclusions?

(9) The rank of the county in birth rate? In death rate?
Are these averages above or below the State averages? Why?

Note: Our new vital statistics law went into effect July 1, 1913. It will take several years to put it into general and reasonably successful operation. Meanwhile the records and reports will enable students to do barely more than guess at the facts of birth and death in the State; or so, such laws in other states considered.

(1) The number of physicians in your county:
White? Negro? Total?
How many belong to any medical association whatsoever?
The number of midwives: White? Negro?
Total?
The number of undertakers: White? Negro?
Total?

9. Subjects for these or discussions: The New Science of Preventative Medicine. The Miracle of Modern Sanitation. Public Health and Sanitation. Disease Carriers—Human and Animal. Needless Deaths in North Carolina. The North Carolina State Health Board, and its Work. Louisiana's Clean-up Campaign. Sanitary Food Supplies; competent, thorough inspection, and public reports. The Whole-Time County Health Officer. The Community Sanitary Campaigns in Nash, Sampson, Robeson and Columbus Counties. The Hookworm Campaign in North Carolina. The Alamance Hookworm Campaign. Our New Vital Statistics Law.

   The Public School and its Relation to Public Health. Things that Every Teacher Ought to Know about the Physical Well-being of children. The Teacher-Citizen-Patriot. The Medical Inspection of School Children, School houses, and School grounds. Dr. Washburn's Score-Card. McNider's School Health-Clubs.

   The English call our civilization, A Patent Medicine Civilization—is it so? Recreation and Health. Overwork and Worry. The Social Diseases; prevalence and social consequences. The Black Plague and the White Plague; a study in contrasts. The Commonest Cause of Blindness in Children. Midwives; registration, regulation.

   The Church in its Relation to Community Health Problems. The Priest, the Levite, and the Good Samarian. The Preacher-Citizen-Patriot.

   The Negro: a Study in Community Health and Social Hygiene.

   Things about which everybody needs intelligent information: (1) Emergencies—the things to do at once; (2) The Common Contagious or Infectious Diseases—their germination periods, stages of infection, isolation requirements; (3) Consumption—extent, causes of infection, the tragedy of quacks and nostrums; (4) Typhoid—causes, vaccination; Diphtheria, Lockjaw, Meningitis, Hydrophobia, and Modern Serum Treatments; (5) Consumption and Cancer—Patent Medicines and Quack Doctors; (6) Alcohol—its Economic and Social Effects.

10. Sources of information.

XV. CHURCH AND SUNDAY SCHOOL PROBLEMS

Nearly seven-eights of all our people are country dwellers. If served and saved, they must be served and saved by the country church.

The country church is not a phase of church work—not merely a home mission matter; it is nearly nine-tenths of our entire church problem in North Carolina.

The city is the final challenge to Christianity; but the country church is the recruiting station for the warfare.—THE FARM AND HOMESTEAD.

The life and well-being of the church in the city depends upon the life and well-being of the church in the countryside.

The cities cannot be relied on to furnish the Christian leaders of the future.—JOHN R. MOTT.

Five-sixths of the ministers and six-sevenths of the college professors of America were born and reared in the country.—J. O. ASHENHURST.

In most cases the country church is gradually, and in some cases swiftly, losing ground.—WARREN H. WILSON.

Over three million white children in the South are outside the Sunday Schools.—R. E. MAGILL.

1. Submit this outline of Church and Sunday School studies to the ministers of your county. They will be able to suggest wise amendments, and the addition or omission of certain inquiries. The final summaries cover only gross totals, without any reference whatsoever to individual ministers, churches, or denominations. The simple, single, sole purpose of these studies is to ascertain the exact status of the country church—the abundant harvest fields around every church center, the fewness of the laborers, and our responsibilities to the Lord of the Harvest.

   The ministers of your county can well afford to know as much about the people they serve, as the competent, devoted doctor seeks to know about the patient he waits upon. When they understand your purpose, they will help you with counsel and advice; in many instances they will undertake this church survey themselves.

2. Upon a county map, mark the location of all churches, town and country. (1) Mark white and negro churches differently. (2) Catalogue the churches, giving the name of the minister serving each, and his home post office. A catalogue for each race.

   (1) The number of churches: White? Negro? Total?

   (2) Churches located in villages, towns, cities—number? In the country?

   (3) Congregations having no church building—number?

   (4) Churches without pastors—number?

(5) Churches that are mission charges—number?
(6) Churches that have gone out of existence within the last twenty-five years? Give names, if possible.

3. Church studies.
Secure the following information about each church:
(1) Name? Location? County? Race?
(2) How old? Does the church own a building?
(3) Is it a village, town, or city church? or a country church?
(4) Pastor's name? Home P. O.? County?
(5) Does the church own a home for the pastor? How near the church? Does he occupy it at present?
(6) Does the pastor live in the neighborhood? Or in the county? Or in another county?
(7) Is there preaching once a month? Or twice a month? Or oftener?
(8) Number of members at present?
Gain in membership since 1906:
By profession of faith? Under 21 years old?
By letter from other churches?
Loss by death, removal, or otherwise, since 1906?
(9) Members who are land and home owners—number?
(10) Members who are tenants or renters—number?
(11) Value of church property?

4. Sunday School studies:
(1) Does the church have a Sunday School? The superintendent's name and P. O.?
(2) Number of teachers and officers?
(3) Number of pupils?
(4) Total?
(5) Does it meet every Sunday? For how many months of the year?

5. Union Sunday Schools—note the existence and number of such schools; in what churches they meet; the total number of teachers and pupils? Also the Sunday Schools that exist independently of congregations or churches; where they meet; the number of teachers and pupils.

6. Compare total church membership with the total for the county in 1906. (Census of Religious Bodies). Conclusions?

7. When assembled and interpreted, the answers to these inquiries help to determine:
(1) The number of people in the county who are outside the churches.

(2) The number of children of each race, who are outside the Sunday School.
(3) The sections of the county that are under-churched or over-churched.
(4) Whether or not the churches, served by absentee pastors with once-a-month sermons, are growing, standing still, or dying.
(5) Whether or not the churches are reaching the landless, homeless, restless tenants and their families.
(6) What effect farm tenancy has upon the country church.
(7) Why the burden of country church support is so heavy upon a few shoulders. And other like important questions.

8. Subjects for theses or discussions: The Status of the Country Church. The Country Church and its Relation to the Country-Life Problem. The Country Church and its Relation to Urban Civilization. The Cry for Ordained Men in all the Religious Bodies and the Response. The Need of Consecrated Laymen.

Our rural churches are on the decline, in numbers, spiritual power and usefulness, says Dr. J. O. Ashenhurst.—Is it so? What are the facts in the country-at-large? The causes? The consequences?

Sixteen hundred churches of two denominations have gone out of existence in the South; 1700 in Illinois, and around 750 in Missouri, says Dr. Henry Wallace.—What are the facts in North Carolina? Where is the country church making progress? Where marking time? Where losing ground, dying or dead? The causes? The consequences?

The Field for Church Activities at Home. Church members in North Carolina in 1906, numbered 540,674 white, and 283,707 negro, or 824,385 all told. Nearly 58 per cent of the total population, or 1,235,000 people, were outside the Church. Church membership ranged from 18 per cent in one county to 73 per cent in another. In five counties more than three-fourths of the people were outside the church.—Figures based on the 1906 census of Religious Bodies.

The Field for Sunday School Activities at Home. Sixteen hundred and thirty-three churches in North Carolina in 1906 had no Sunday Schools; and 222,348 children of school age or nearly one-third of them all were outside the Sunday Schools.—Figures based on the 1906 census of Religious Bodies.

Over three million white children in the South are not in the Sunday Schools, says R. E. Magill.—What are the facts in North Carolina? The causes? The consequences? The remedies?

The Re-directed Country Church; meaning, necessity, obstacles, instances. The Absentee-Preacher, who preaches where he does not live, and lives where he does not preach. The Once-a-Month Sermon. Is the Church Reaching the Tenant Farmer? Farm Tenancy and its Effect upon the Country Church. The Cityward Drift and the Loss of Rural Leadership; causes, consequences. Carver's Religion of Efficiency. Over-Churched Communities in North Carolina; the facts, the consequences.

The Country Church-Home for the Pastor; the facts in North Carolina, the consequences. The Country Church and its Message upon Co-operation. The Church and its Message upon Land Monopoly.

XVI. THE FARM HOME

Civilization is rooted and grounded in the home-owning, home-loving, home-defending instinct.—THE HOME AND FARMSTEAD.

The farm home has resisted the disintegrating influences of modern industrial civilization better than any other home in Christendom.—THE HOME AND FARMSTEAD.

A great national peril lies in our steadily increasing landless, homeless multitudes. Nearly eleven million families in the United States, or 54% of them all, live in rented dwellings. More than one-third of the farmers and three-fifths of the city dwellers in the country-at-large are tenants and renters.

In North Carolina, in the census year, 1,136,000 of our people were homeless; and 650,000 of them were white people! Two-fifths of our farmers and nearly two-thirds of our city dwellers were renters.

In Raleigh and Charlotte the families living in their own homes were only 28% of the total; in Asheville, only 31%, and in Wilmington, only 40%. The rest were tenants—from three-fifths to nearly three-fourths of all the families in these cities.

In general the more densely populated and prosperous a community becomes, the fewer are the people who own the homes they live in. In five of our large American cities, more than four-fifths of the families live in rented homes; in New York City as a whole, nearly nine-tenths of them!

The chances of the landless, homeless man are steadily dwindling; and therein lies a peril, both for him and the community and country in which he lives.—FIGURES BASED ON THE 1910 CENSUS.

1. Number of farm dwellings in the county: occupied by white families? Negro families? Total?
2. Number owned by the occupants: White? Negro? Total?
3. Number with (1) telephones? (2) rural mail deliveries? (3) daily newspapers? (4) weekly pa-

pers? (5) popular magazines? (6) farm journals? (7) library books? (8) water pipe system for kitchen? (9) for bath tubs? (10) kitchen sinks with sewage drains? (11) labor-saving laundry machinery? (12) sewing machines? (13) toilet rooms? (14) out-houses for toilet purposes? (15) sanitary out-houses? (16) homes with electric or gas lights? (17) pianos and other musical instruments? (18) with games—chess, checkers and the like? (19) gasoline engines or other motor power? (20) improved farm utensils?

4. Give brief account of some farm home having many or most of these equipments.

5. What plays and games are common among the children in and around the homes? On the school grounds? Make a careful, full catalogue of these games and amusements. Is story-telling a common form of amusement?

   Conclusions, on the whole, concerning the comforts, conveniences, luxuries and recreations in the farm homes of your county.

6. Rise in farm-land values, during the last census period? Rank? Why above or below the State average, (141.7 %)? Causes? Effects?

7. Marriages:

   1910, White? Negro? Total?
   1913, White? Negro? Total?
   Increase % White? Negro? Total?

8. Divorces:

   1910, White? Negro? Total?
   1913, White? Negro? Total?
   Increase % White? Negro? Total?

9. Ratio of divorces among farm dwellers to divorces among town dwellers? Why the difference?

10. What events or occasions, regular or occasional, bring the people together? Which is the most important? Why?

11. Vacation study: Select a well defined neighborhood or community center, and make a Country-Home Survey. Blanks therefor will be furnished upon application.

12. Subjects for theses or discussions: The Urbanizing of Country-Life: tendencies, advantages, dangers. Native Country-Life Interests and Attractions: qualities and values. Speculative In-

terest in the Farm Home: effects. Social Hunger: Does the Farm-Home Satisfy it? Culture and Agriculture. Recreation and Recreation. Why the Farm-Home Develops Leadership. The Stability and Strength of the Country Home. Ideals for the Country Home. The Negro under Country and under City Conditions.

13. Sources of information.

THE NORTH CAROLINA CLUB ORGANIZES

The North Carolina Club was organized on Friday evening, September 25th, in Gerrard Hall. Prof. E. C. Branson was elected president of the Club and Mr. Frank P. Graham secretary. A large and interested crowd of students and members of the faculty was present at this meeting.

The North Carolina Club is the central body of the various county clubs of the University. It is the forum for various definite discussions and fact gatherings as to North Carolina's economic and social resources and needs. It is a pioneer club among American universities, working in a field of intense human interest, fingering the mud-sill facts of the life of the people of the State.

Prof. Branson's idea of "Know Your Own Home County" is spreading rapidly until soon it will have permeated through the entire student body of the University out into every corner and section of the State.

The steering committee of the club consists of Dr. J. G. de Roulhac Hamilton, professor of history; George Eutsler, Greensboro; J. A. Capps, Bessemer City; L. Bruce Gunter, Wake County; Francis Bradshaw, Hillsboro. The promotion and publicity committee consists of W. P. Fuller, Florida; S. R. Winters, Granville County; Fred R. Yoder, Catawba County; Hugh Hester, Granville County.

Thirteen of the county clubs of the University have already organized for this year's work: Beaufort, Buncombe, Burke, Catawba, Cleveland, Gaston, Granville, Iredell, Johnston, Pender, Rowan, Sampson, Wayne. Other county clubs will organize within the next few days.—*Alumni Review.*